

THE ROLE OF THE FAMILY IN THE DEVELOPMENT OF A PRESCHOOL CHILD

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DOI: 10.5958/2249-7137.2022.00259.2

ABSTRACT

The author notes the importance of the family as an institution of education, because the child stays in the family for a significant part of his life, and in terms of the duration of his influence on the personality, none of the institutions of education can be compared with the family. The final result of education is largely determined by the style of family education.

KEYWORDS: *Family, Child's Personality, Style Of Family Education.*

INTRODUCTION

Every child starts in a family. And not even in the literal, physical sense - he was born here. In the family, children receive the first ideas about the world and life in it. The family is the first team that forms children's skills and habits, lays down character traits, develops emotions, feelings, instills moral and spiritual ideals, teaches to interact with others, and lays down a program for the child's future success in life. Therefore, the role of the family in the harmonious upbringing of the child is difficult to overestimate. [1]

The importance of the family as an institution of education is due to the fact that the child is in it for a significant part of his life, and in terms of the duration of his impact on the personality, none of the institutions of education can be compared with the family. What a child acquires in the family in childhood, he retains throughout his subsequent life. [2]

The family is the first school of a child's life. Parents are the first teachers and educators. The force of their influence on the developing personality of the child is exceptionally great. [3]

This topic has always been, is and will remain relevant. After all, it is in the family that a preschool child receives the first life experience, makes the first observations and learns how to behave in various situations. [4]

Preschool age is the subject of close attention of many scientists, teachers and practitioners as the most important and responsible period in a person's life. During this period, the most important is the influence of the existing system of intra-family, as well as child-parent relationships. [5]

After all, it is during preschool childhood that self-awareness develops, self-esteem is formed.

The final result of education is largely determined by the style of family education. The style of family education is an individual manner of dealing with a child by parents, a way of

implementing pedagogical influences in the conditions of a specific educational potential of the family. The choice of style is influenced by the traditions of the families in which the parents themselves were brought up, the psychological characteristics of the father and mother, the level of education and pedagogical literacy of the parents, the value system of a particular family, etc. [6-9]

There are 3 main parenting styles:

Authoritarian style. This style is based on the suppression of independence, the initiative of the child, the requirement of unquestioning obedience, strict discipline, the use of prohibitions and punishments as the main methods of influence. Children in such families grow up obedient, disciplined, but this is blind obedience, often based on the fear of being punished. [10]

Liberal style. Proclaims the absolute freedom of the child in the choice of value orientations, actions, actions. Parents are not inclined to control their children, they do not require responsibility, independence, self-control from them. Children become undisciplined, and often uncontrollable, they show aggressiveness, they are characterized by immaturity of judgments, constant discontent. [11]

Democratic style. This style of education presupposes the unity of the rights and obligations of the child, expresses an optimistic view of his capabilities and prospects, and stimulates his independence and activity. Parents try to get to know their children better, find out the reasons for their good and bad deeds, and require meaningful behavior from children. Children are energetic, inquisitive, self-confident, they have developed self-esteem and self-control, they easily establish good relationships with peers. [12]

What style of education will be in a particular family depends only on the parents themselves. If parents can choose the right approach to the child, taking into account his character, temperament and interests, the result of such upbringing will be a healthy and happy child. [13]

The role of parents in the upbringing of children is very important - it is on them that the development of the life scenario of the growing baby depends. The family is traditionally the main institution of education. What a child acquires in the family in childhood, he retains throughout his subsequent life. The importance of the family as an institution of education is due to the fact that the child lives in it for a significant part of his life, and in terms of the duration of his impact on the personality, none of the institutions of education can be compared with the family. It lays the foundations of the child's personality, and by the time he enters school, he is already more than half formed as a person. The family is a powerful factor in the formation of personality, the development of universal and individualized qualities in it, because in the family the child first learns the norms of behavior, relationships and feelings, towards himself and others. The family provides primary education, physical, psychological and, in general, social protection and support for children. Good parents raise good children. Future parents think that they can become such by studying special literature or mastering special methods of education, but knowledge alone is not enough. Parents constitute the first social environment of the child. Parents' personalities play a significant role in the life of every person. It is no coincidence that we mentally turn to parents, especially mothers, in a difficult moment of life. That is why the first and main task of parents is to create confidence in the child that he is loved and taken care of. Never, under any circumstances, should a child have doubts about parental love. Deep

constant contact with the child is a universal requirement for education. The basis for maintaining contact is a sincere interest in everything that happens in the child's life. Contact can never arise by itself, it must be built even with a baby. When we talk about mutual understanding, emotional contact between children and parents, we mean a certain dialogue, the interaction of a child and an adult with each other. It is when the child participates in the common life of the family, sharing all its goals and plans, that the usual unanimity of upbringing disappears, giving way to a genuine dialogue. The most essential characteristic of dialogic educative communication is the establishment of equality between the positions of the child and the adult. Negative assessments of the child's personality and inherent qualities of character should be categorically abandoned. Control over negative parental assessments of the child is also necessary because very often parental condemnation is based on dissatisfaction with one's own behavior, irritability or fatigue that arose for completely different reasons. [14]

Child independence. The bond between parent and child is one of the strongest human bonds. If children, growing up, increasingly acquire a desire to distance this connection, parents try to keep it as long as possible. The solution of this problem, in other words, the granting of a certain measure of independence to the child, is regulated primarily by the age of the child. At the same time, much depends on the personality of the parents, on the style of their attitude towards the child. It is known that families differ greatly in the degree of freedom and independence afforded to children. Mistakes in family education. For some parents, raising a child is motivated by the so-called achievement motivation. The goal of education is to achieve what the parents did not succeed due to the lack of necessary conditions, or because they themselves were not capable and persistent enough. Such parental behavior unconsciously acquires elements of egoism for the parents themselves: "We want to shape the child in our own image, because he is the continuer of our life ..." But the child can also rebel against alien requirements, thereby causing parents to be disappointed because of unfulfilled hopes, and as a result, deep conflicts arise in the relationship between the child and the parents. There are families where the goals of education are, as it were, moved away from the child himself and are directed not so much to him, but to the implementation of the system of education recognized by the parents. Some parents follow the ideas of the Nikitin family's upbringing, advocating the need for early intellectual learning, or the call: "Swim before you walk"; in other families, an atmosphere of complete forgiveness and permissiveness reigns, which, according to parents, implements the Spockean model of education, forgetting that it is not a child for education, but education for a child. Education as the formation of certain qualities. In these cases, the parent builds his upbringing in such a way that the child is necessarily endowed with this "especially valuable" quality. For example, parents are confident that their son or daughter must be kind, erudite and courageous. In cases where the values of parents begin to conflict either with the age characteristics of the development of the child, or with the individual characteristics inherent in him, the problem of independence becomes especially obvious. What is the purpose of education? The purpose of education is to promote the development of a person who is distinguished by his wisdom, independence, artistic performance and love. It must be remembered that it is impossible to make a child a man, but you can only contribute to this and not interfere, so that he develops a man in himself. The main grounds that must be followed when raising a child during his family life: purity, consistency in words and deeds when dealing with a child, the absence of arbitrariness in the actions of the educator or the conditionality of these actions and recognition of the child's

personality, constant treatment of him as a person and full recognition of his right to personal inviolability. The whole secret of family education consists in giving the child the opportunity to unfold himself, to do everything himself. Adults should not run around and do nothing for their personal convenience and pleasure, but always treat the child, from the first day of his birth, as a person, with full recognition of his personality and the inviolability of this personality. A reminder for parents to raise a Human NEED: [15]

- Accept the child as he is, so that under any circumstances he is sure of the invariance of your love for him.

- Strive to understand what he thinks, what he wants, why he behaves this way and not otherwise.

-To inspire the child that he can do anything, if he only believes in himself and will work.

-Understand that in any misconduct of the child, one should blame, first of all, oneself.

- Do not try to "sculpt" your child, but live a common life with him; see in him a person, not an object of education.

-More often remember what you were like at the age of your child.

-Remember that it is not your words that bring up, but your personal example.

it is forbidden:

-Expect that your child will be the best and most capable. He is neither better nor worse, he is different, special.

- Treat the child like a savings bank, in which parents profitably invest their love and care, and then receive it back with interest.

-Expect gratitude from the child for the fact that you gave birth to him and fed him, he did not ask you about this.

-Use the child as a means to achieve even the most noble (but own) goals.

-Count on the fact that your child will inherit your interests and outlook on life (alas, they are not genetically incorporated).

- Treat the child as an inferior person, whom parents can sculpt at their discretion.

-Shift the responsibility for education to educators, grandparents!

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